DOCUMENT RESUME

ED 416 810 HE 031 074

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TITLE	Effective Grading: A Tool for Learning and Assessment.
ISBN	ISBN-0-7879-4030-5
PUB DATE	1998-00-00
NOTE	250p.
AVAILABLE FROM	Jossey-Bass Publishers, 350 Sansome St., 5th Floor, San Francisco, CA 94104-1342; phone: 800-956-7739; fax: 800-605-2665 ($29.95).
PUB TYPE	Books (010) -- Guides - Non-Classroom (055)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Academic Standards; Case Studies; *College Instruction; Course Organization; Departments; *Educational Assessment; Faculty Development; Faculty Evaluation; *Grading; Higher Education; Instructional Improvement; Student Motivation; Teaching Methods; Theory Practice Relationship

ABSTRACT

This guide for college faculty attempts to balance assessment theory and practical advice on grading. Grading is viewed as a complex process that serves multiple roles: evaluation, motivation, communication, and organization, and this work provides examples from classrooms in many disciplines, sample assessment plans for departments and general education programs, and a case study. End-of-chapter activities help readers plan the grading component of a course and are appropriate for a collaborative faculty workshop on grading and assessment. The 12 chapters, organized in two parts, address, first, grading in the classroom: (1) the power of grading for learning and assessment. (2) managing the grading process, (3) making assignments worth grading, (4) fostering motivation and learning through grading, (5) establishing criteria and standards, (6) calculating course grades, (7) communicating with students about grades, (8) making grading more time-efficient, and (9) using the grading process to improve teaching. The second part covers how grading serves other assessment purposes, and includes: (10) determining faculty performance, rewards, and incentives, (11) strengthening departmental and institutional assessment, and (12) a case study of grading as a tool for assessment. Three appendices offer principles of good practice for assessing student learning, a classification of assignments and tests, and examples of primary trait-based scales developed by faculty. (Contains approximately 175 references.) (DB)

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